

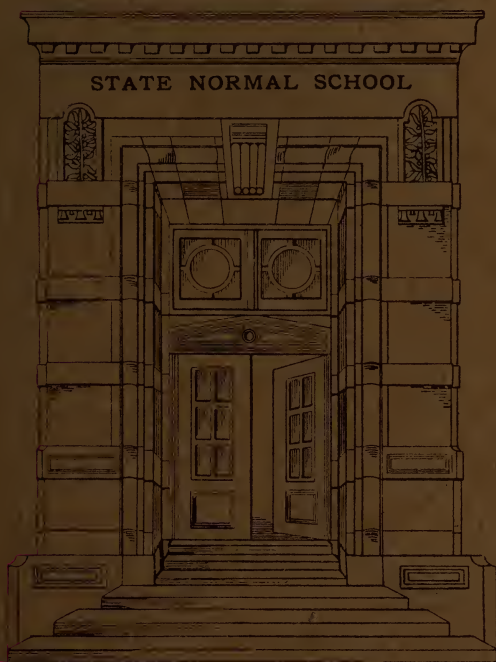
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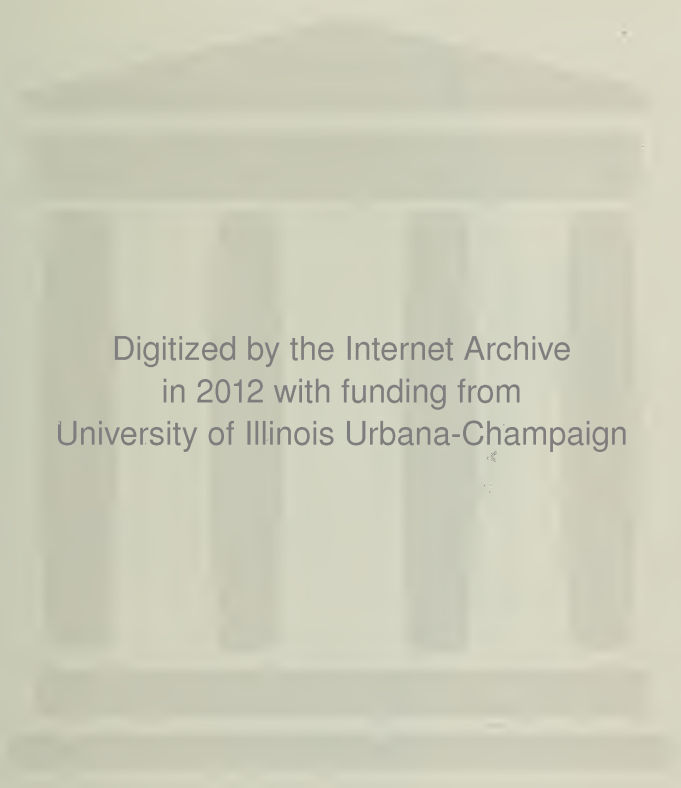
# State Normal School

Danbury, Connecticut

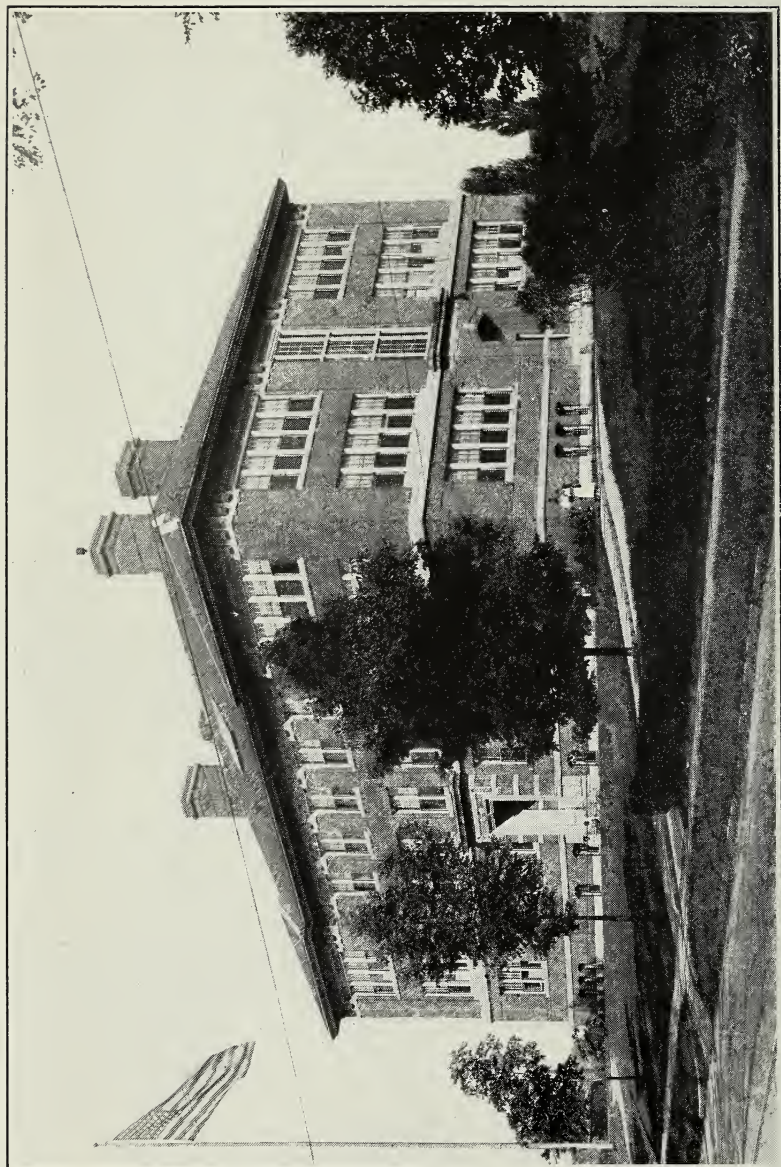


Annual Catalogue 1922





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NORMAL SCHOOL BUILDING

# State Normal School

Danbury, Conn.



*Annual Catalogue*

1922

## STATE BOARD OF EDUCATION

1921-1922

|  |            |
|--|------------|
| EVERETT J. LAKE, <i>Governor</i>             | Hartford   |
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| FREDERICK S. JONES, <i>Chairman</i>          | New Haven  |
| FREDERICK M. ADLER                           | New Haven  |
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| WALTER D. HOOD                               | Winsted    |
| WILLIAM A. SHANKLIN                          | Middletown |
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| HENRY A. TIRRELL                             | Norwich    |
| CHARLES L. TORREY                            | Putnam     |

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A. B. MEREDITH, *Secretary and Commissioner of Education*

### Offices

Room 42, State Capitol, Hartford, Conn.



## TEACHERS

### Normal School

|  |                   |
|--|-------------------|
| JOHN R. PERKINS . . . . .  | 20 Terrace Pl.    |
| <i>Principal; sociology</i>  |                   |
| LOTHROP D. HIGGINS . . . . .   | 5 Harmony         |
| <i>Education</i>   |                   |
| FREDERICK H. BLODGETT . . . . .  | 41 Park Pl.       |
| <i>General science and agriculture; sanitation</i>                       |                   |
| LEILA E. BROUGHTON . . . . .   | 29 Ninth Ave.     |
| <i>Physical education and hygiene; music</i>                             |                   |
| MAUDE E. SCOFIELD . . . . .  | 408 Main          |
| <i>Drawing</i>   |                   |
| MAY SHERWOOD . . . . .   | 63 Jefferson Ave. |
| <i>Director of practice teaching; school organization and management</i> |                   |
| RUTH SHATTUCK . . . . .  | 11 Robinson Ave.  |
| <i>Librarian</i>   |                   |

### Training Schools

|   |                   |
|---|-------------------|
| VICTOR A. BLACKMER . . . . .                  | 64 North          |
| <i>Principal of Balmforth Avenue School</i>   |                   |
| INEZ E. POLLARD . . . . .                     | 20 Smith          |
| <i>Eighth grade; Balmforth Avenue School</i>  |                   |
| K. AUGUSTA SUTTON . . . . .                   | 35 Main           |
| <i>Seventh grade; Balmforth Avenue School</i> |                   |
| <i>Methodology in Normal School</i>           |                   |
| EMMA MEAD FREYTAG . . . . .                   | 9 Robinson Ave.   |
| <i>Sixth grade; Balmforth Avenue School</i>   |                   |
| ANNETA MONROE . . . . .                       | 100 North         |
| <i>Sixth grade; Balmforth Avenue School</i>   |                   |
| *NORA KILCOYNE MCGOWAN . . . . .              | 29 Coalpit Hill   |
| <i>Fifth grade; Balmforth Avenue School</i>   |                   |
| MARY G. URMSTON . . . . .                     | 33 Pleasant       |
| <i>Fifth grade; Balmforth Avenue School</i>   |                   |
| ANNA E. SCOLLIN . . . . .                     | 10 Ellsworth Ave. |
| <i>Fourth grade; Balmforth Avenue School</i>  |                   |
| GLADYS M. STANNARD . . . . .                  | 17 Moss Ave.      |
| <i>Fourth grade; Balmforth Avenue School</i>  |                   |
| **HELEN E. M. DWENGER . . . . .               |                   |
| <i>Third grade; Balmforth Avenue School</i>   |                   |
| <i>Methodology in Normal School</i>           |                   |
| HELEN F. DARAGAN . . . . .                    | 1 Deer Hill       |
| <i>Third grade; Balmforth Avenue School</i>   |                   |
| <i>Methodology in Normal School</i>           |                   |
| J. GERTRUDE WALSH . . . . .                   | 190 White         |
| <i>Third grade; Balmforth Avenue School</i>   |                   |
| EMMA C. BURGER . . . . .                      | Danbury R. D. #4  |
| <i>Third grade; Balmforth Avenue School</i>   |                   |
| JESSIE K. TORRACA . . . . .                   | 27 Hoyt           |
| <i>Second grade; Balmforth Avenue School</i>  |                   |

|   |                    |
|---|--------------------|
| MARIE V. BONJIORNO                                  | 11 Robinson Ave.   |
| <i>Second grade; Balmforth Avenue School</i>        |                    |
| *MARIE COLEMAN LANIGAN                              | 64 South           |
| <i>Second grade; Balmforth Avenue School</i>        |                    |
| IRENE D. ALLEN                                      | 47 Washington Ave. |
| <i>First grade; Balmforth Avenue School</i>         |                    |
| ANITA G. BLACKBURNE                                 | 190 White          |
| <i>First grade; Balmforth Avenue School</i>         |                    |
| *KATHLEEN DOLAN                                     | 30 Main            |
| <i>First grade; Balmforth Avenue School</i>         |                    |
| **HARRIET L. CLARK                                  |                    |
| <i>First grade; Balmforth Avenue School</i>         |                    |
| ANNIE D. KYLE                                       | Bethel             |
| <i>Eighth grade; Principal Locust Avenue School</i> |                    |
| STEPHANIA SKASKO                                    | 01 Fairfield Ave.  |
| <i>Seventh grade; Locust Avenue School</i>          |                    |
| MARGARET LYNCH                                      | 19 South           |
| <i>Sixth grade; Locust Avenue School</i>            |                    |
| GERTRUDE MURPHY                                     | 15 Willie          |
| <i>Fifth grade; Locust Avenue School</i>            |                    |
| ROSE J. WATHLEY                                     | 58 Westville Ave.  |
| <i>Fourth grade; Locust Avenue School</i>           |                    |
| M. LOUISE TRIESCHMANN                               | 248 White          |
| <i>Third grade; Locust Avenue School</i>            |                    |
| E. LOUISE JUAN                                      | 255 White          |
| <i>Second Grade; Locust Avenue School</i>           |                    |
| A. MARGUERITE SHERMAN                               | 9 Robinson Ave.    |
| <i>First grade; Locust Avenue School</i>            |                    |
| KATHARINE S. HURD                                   | Shelter Rock Rd.   |
| <i>Miry Brook School</i>                            |                    |
| MARGARET L. WHEELER                                 | Bethel             |
| <i>Kindergarten; Normal School</i>                  |                    |
| <hr/>   |                    |
| WINFIELD S. PEASE                                   | 246 White          |
| <i>Engineer</i>                                     |                    |
| HOWARD C. DURGY                                     | 12 Balmforth Ave.  |
| <i>Janitor</i>                                      |                    |

\* Substitute

\*\* On leave of absence 1921-22



## CALENDAR

1921-1922

1921

|           |              |   |   |   |   |                             |
|-----------|--------------|---|---|---|---|-----------------------------|
| September | 7            | . | . | . | . | Wednesday, Fall Term begins |
| October   | 7            | . | . | . | . | Danbury Fair Day            |
| October   | 12           | . | . | . | . | Columbus Day                |
| October   | 28           | . | . | . | . | State Teachers' Convention  |
| November  | 24-27        | . | . | . | . | Thanksgiving Recess         |
| December  | 22           | . | . | . | . | Fall Term closes            |
| December  | 23-January 2 | . | . | . | . | Holiday Vacation            |

1922

|           |       |   |   |   |   |                             |
|-----------|-------|---|---|---|---|-----------------------------|
| January   | 3     | . | . | . | . | Winter Term begins          |
| February  | 13    | . | . | . | . | Lincoln's Birthday          |
| February  | 22    | . | . | . | . | Washington's Birthday       |
| April     | 13    | . | . | . | . | Winter Term closes          |
| April     | 14-23 | . | . | . | . | Easter Vacation             |
| April     | 24    | . | . | . | . | Spring term begins          |
| May       |       | . | . | . | . | County Teachers' Convention |
| May       | 30    | . | . | . | . | Memorial Day                |
| June      | 23    | . | . | . | . | Spring Term closes          |
| September | 6     | . | . | . | . | Wednesday, Fall Term begins |

# DANBURY STATE NORMAL SCHOOL

## Location

Danbury State Normal School is located at Danbury, the county seat of Fairfield County, Connecticut. This city is a junction point of the Central New England Railway and the New York, New Haven and Hartford, and can be easily reached from any portion of southwestern Connecticut. The city lies in a natural basin partially surrounded by wooded hills. The streets are lined with trees, forming beautiful avenues. The city is one of christian homes and contains churches of all leading denominations. There are about 23,000 inhabitants.

The school property is located on White Street, about five minutes' walk from the railroad station and on the street railway line.

## Purpose

This school was established by statute of the state for the purpose of "training teachers in the art of instructing and governing in the public schools of this state." Being supported by public taxation of all the property in the state of Connecticut, the first duty of the normal school is to prepare teachers for the public schools of the state of Connecticut.

The school recognizes this plain duty: to give to the schools of Connecticut teachers who are not only skillful, well informed and intelligent, but teachers also who are imbued with a desire to express themselves in faithful public service.

## Equipment

The normal school building is a thoroughly modern structure having a capacity of two hundred students. Class rooms are furnished with individual desks for the members of the school. An extensive library supplies all textbooks as well as books of reference and magazines. There are laboratories for work in physics and chemistry, and the school is well equipped with scientific material. Excellent provision is made also for work in drawing and sewing. A gymnasium provides opportunity for instruction in games and folk dancing, as well as basket ball and other indoor exercise. Outdoor exercise is afforded in tennis and similar sports.

The present dormitory offers accommodation for twenty students. It is a half minute's walk from the main school building. A large plot of land adjoining the normal school grounds was bought some time ago by the state for a dormitory site. This plot comprises about sixteen acres, and now awaits further development.

The privileges of the school are open to all persons over sixteen years of age and of suitable character, who declare their serious intent to teach in the public schools of Connecticut, and who satisfy any one of the conditions enumerated below.

It is understood that none enter this school except for the purpose of becoming teachers. The intent to do so must be declared in writing by each candidate for admission. If any student shall reveal a lack of this purpose by unfaithfulness, or shall otherwise disclose unfitness for the teaching profession, such student will not be allowed to remain in the school.

The following may enter the normal school:

1. Graduates of four-year courses in Connecticut high schools who have attained an average rank of at least 75% on a passing mark of 70% are admitted on the certificate of the high school principal. This rank is equivalent to 66.6% on a passing mark of 60%, 70.84% on a passing mark of 65%, and 79.16% on a passing mark of 75%.

2. Graduates of four-year courses in Connecticut high schools who have not attained the rank stated above, may be admitted on passing an examination prepared by the principals of all Connecticut normal schools acting as a board.

Examinations will be held at each of the four normal schools on September 6 and 7, 1922.

Candidates must offer ten units in subjects as set forth below. A unit represents one year's study of the subject in a secondary school—requiring at least four periods of prepared work a week, approximately one quarter of a year's work. The subjects and values are as follows:

English literature and composition required . . . . . 3 units

The remaining seven units are to be chosen from the following:

|   |              |
|---|--------------|
| Algebra . . . . .                             | 1 unit       |
| Geometry . . . . .                            | 1 unit       |
| Physics . . . . .                             | 1 unit       |
| Chemistry . . . . .                           | 1 unit       |
| Domestic science or manual training . . . . . | 1 unit       |
| Bookkeeping . . . . .                         | 1 unit       |
| History . . . . .                             | 1 or 2 units |
| Stenography . . . . .                         | 1 or 2 units |
| French . . . . .                              | 2 or 3 units |

|                                       |                         |
|---------------------------------------|-------------------------|
| German . . . . .                      | 2 or 3 units            |
| Latin . . . . .                       | 2 or 4 units            |
| Drawing . . . . .                     | $\frac{1}{2}$ or 1 unit |
| Biology, botany, or zoology . . . . . | $\frac{1}{2}$ or 1 unit |
| Physical geography . . . . .          | $\frac{1}{2}$ or 1 unit |
| Physiology and hygiene . . . . .      | $\frac{1}{2}$ or 1 unit |
| Commercial geography . . . . .        | $\frac{1}{2}$ or 1 unit |
| Arithmetic . . . . .                  | $\frac{1}{2}$ or 1 unit |

3. Teachers are admitted upon presentation of a Connecticut state teachers' certificate or upon satisfactory evidence of two years' successful teaching.

**Time of entrance.** — Classes are organized at the beginning of the first term in September and students should be on hand for the first day.

**Application for admission.** — It is desirable that all who hope to enter the school should make application to the principal in advance, stating the conditions for entrance that they expect to satisfy.

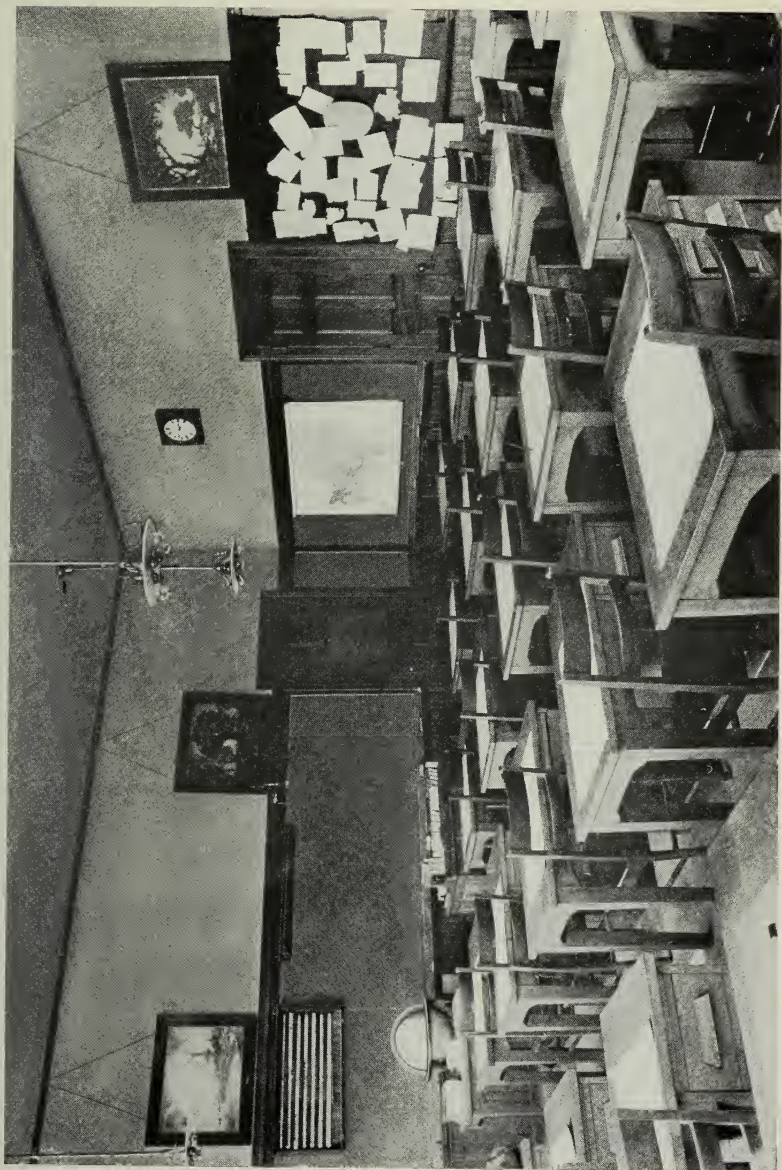
### Scholarships

By provision of the General Assembly, students who fulfill certain conditions may receive from the state treasury monthly sums to be applied towards paying their living expenses. The purpose of this provision is to assure a supply of trained teachers for the smaller towns of the state; hence the students who receive such scholarships must first be recommended by the proper authorities in one of the small towns, and must also agree to teach in one of such towns for a period of three years after graduation. It is also required by the school faculty that the holders of such scholarships shall maintain a satisfactory standard in their work at the school.

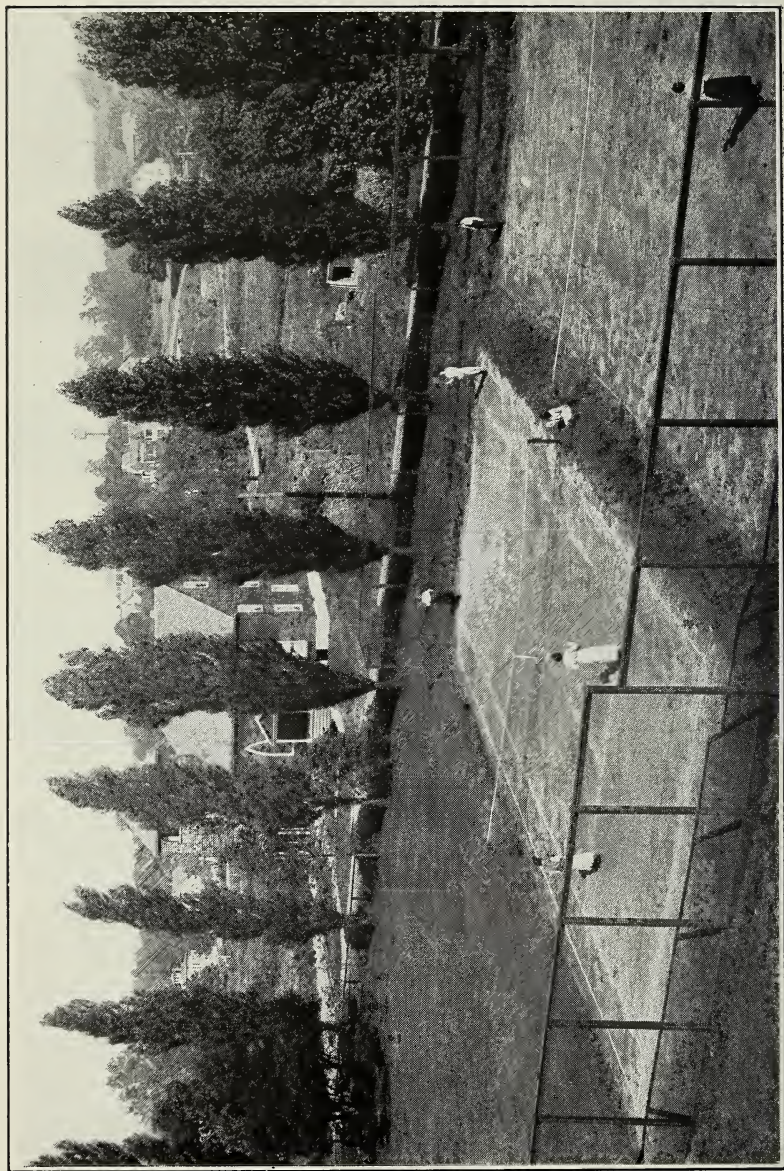
The conditions under which these scholarships are granted are clearly set forth in the statute which established them, a copy of which is given below. Further information may be had on application to the principal.

Section 1066 G. S.—“The State Board of Education may at all times maintain, in any of the normal schools, one student, selected on the basis of scholarship and general fitness, from each town in the state having a valuation by the board of equalization of less than one and one-half million dollars, upon the recommendation of the town school committee or board of school visitors of such town; and for students admitted to said schools under the provisions of this act living expenses, not to exceed one hundred and fifty dollars for each pupil in any one year, shall be provided by said State Board of Education free of charge. Every person entering a normal school under the provisions of this act shall enter into an agreement with the State Board of Education to remain at the normal school for two years, unless in case of ill health or dismissal by the school authorities, and to teach in one of the towns from which such students are nominated or appointed for a period of three years after graduation unless excused by the State Board of Education.”





ONE OF THE CLASS ROOMS



THE TENNIS COURTS



## Graduation

At the end of the two-year course diplomas will be awarded to those who

1. have throughout the course maintained a standard befitting a teacher;
2. have attained the required standard of scholarship in every prescribed subject;
3. have exhibited a fair degree of skill in teaching and governing children.

A candidate for the diploma who has failed to reach the required standard of efficiency in teaching or who has shown weakness in some portion of the work of the normal school may, at the discretion of the normal school faculty, be granted a certificate. Such a student will receive the diploma of the school if, within two years following the date of leaving the normal school, she shows herself capable of teaching and governing a school successfully, or otherwise makes up her deficiency.

## Credit for Advanced Work

Several institutions of college grade at present accept the diploma of this school as the equivalent of two years' work toward certain of their degrees. Columbia, Brown, and Boston universities, Connecticut Agricultural College, and the University of Maine will thus allow credit for two years' work under certain conditions. A two-year professional course at the normal school followed by two years of special subjects at universities such as those named above, offers an excellent preparation for high school teaching.

## Reports

A full report of the standing of each student will be sent to the parent or guardian of that student four times yearly. Reports should be interpreted as follows:

H, passed with honor

C, passed creditably

P, passed

L, low pass, indicates that the student is passed, but by so small a margin that she is likely to fail unless her work improves.

I, incomplete, signifies that the student has not reached a passing standard because of absence or some other condition which does not reflect upon her ability.

F, failure, shows that the student has not met the requirements of the course.

The mark in each course is cumulative; it shows the student's standing up to the date of this report, and supercedes all previous marks in the subject.

Included in each mark is the instructor's estimate of the student's fitness for teaching, and no instructor may pass a student whom he considers not qualified for the profession.

Absence from any class lowers the student's numerical rating in that course for the quarter. The sum deducted in each case is determined by the instructor's estimate of the value of the work lost. This sum must be deducted after the student's mark in the subject has been computed on the basis of her work while present.

NOTE: A student having a mark of L or I in any subject is expected to see the instructor concerned within one week of receiving this report. If the student is in training school at the time, she may report within one week of her return to work at normal school.

### Attendance

Much of the work of school is of such a nature that it cannot be "made up" by the customary method of outside conferences. Absence from any part of the school work involves a loss of certain credits from the student's rank in that course. Students who are obliged to be absent from classes are advised to confer with each instructor concerned, as soon as possible after returning.

### Expenses

The school makes no charge for tuition, laboratory fees, or the use of books. All textbooks are provided by the school. Aside from living expenses and travel, students have only the slight incidental cost of note books, pencils, etc.

Board and lodging at the dormitory are furnished at actual cost. It is necessary at present to ask \$8.00 to \$9.00 a week, with a reduction for absence of twenty cents a meal. It is possible to secure accommodations in private houses at rates from \$8.00 upward.

### Living Arrangements

The dormitory is a new building, equipped with modern facilities, accommodating twenty students. Most of the boarding places are with families who can provide for a small number of students. These are located in all parts of the city. The minimum cost given above applies to cases where two or three occupy a room and forego some conveniences.

It is of course important to arrange for lodging in advance of coming if possible. Those who would like help in the matter should address the principal, stating as nearly as possible what sort of accommodation they desire.

### **Non-Residence**

Daily travel from a distance is wasteful and is sure to interfere with the performance of a student's best work. It is earnestly desired that members of the school shall arrange to live in Danbury if possible. Lack of dormitory facilities prevents this being made a requirement. It is required, however, that during their periods of training all students shall observe the hours of attendance (8:15 A. M. to 4:30 P. M.) absolutely, and this makes commuting impracticable. All students who plan to commute should consult the training schedule on page 25.

### **Employment**

The school cannot guarantee employment to its graduates. Yet it may be said, as a matter of fact, that there has not been a year in its history when the demands upon the school for teachers were not more numerous than the members of the graduating class.

The members of the class of 1921 began their work as teachers at salaries averaging \$1,000. A number of the more fortunate students received salaries up to \$1,150.

There is no present prospect of a decrease in the demand for well-prepared teachers. Any prospective student of good personality and intelligence who is contemplating entrance into this normal school may confidently expect suitable monetary compensation.

### **Appointment Bureau**

The normal school maintains an appointment bureau to assist its students and graduates in securing desired teaching positions. Alumnæ who wish to avail themselves of the service of this bureau should so inform the school at the earliest possible opportunity, and should keep the school continually informed concerning their experience from year to year, salaries received, and references.

Superintendents in need of teachers should communicate with the appointment bureau.

## Chapel Exercises

Non-sectarian chapel exercises are held twice a week throughout the regular school year. Song selections with addresses by students, faculty, or special speakers constitute the usual program. Attendance is required of all students.

## Announcements

Official announcements are posted on the bulletin board in the corridor on the first floor of the normal school building. Members of the school are expected to consult this daily.

## Recreation

The normal school grounds afford excellent opportunity for all kinds of athletics. Two well kept tennis courts are just to the rear of the normal school building, and a course of eight short holes provides for some instruction and practice in golf. The building itself is equipped with commodious lockers and showers. During the fall and spring months the department of physical education plans contests, both interclass and interdivision, in golf, tennis, baseball, volley-ball and allied sports. During the winter months students are given opportunity to shoot on the rifle range, and to play basketball. There are also frequent after-school skating and coasting parties.

Various social events take place during the winter months, such as a Hallowe'en masquerade, Christmas party, series of short plays, and so on. Special emphasis is given the annual field day which occurs in June. Seniors from all neighboring high schools are invited to attend, and a program of athletic events is given.

All student social events are in charge of the faculty social committee. The following general regulations have been established to govern social functions:

1. Tentative plans for all social functions must be submitted to the faculty social committee at least ten days before the date desired.
2. A complete program must be submitted to the committee at least four days before the date desired.
3. For each function the faculty social committee shall appoint one student who shall act as hostess, have general charge of and responsibility for all arrangements, and who shall be a member of all the student committees for that entertainment.
4. Invitations for any function must be issued at least four days in advance of the date set.

## **Gymnasium**

Every student on entering the school should be provided with a gymnasium costume, consisting of gymnasium or tennis shoes, black stockings, dark bloomers, and white middie blouse.

## **Student Welfare**

The principal is always glad to receive and confer with any students upon matters concerning their work or welfare as members of the school. In order to make such opportunity easily available, a committee of the faculty is appointed also for the purpose. The membership of this committee may be learned from the bulletin board or by application at the office.

## **Service to Alumnae**

A graduate record is kept, as completely as the graduates make possible, by means of a questionnaire. The objects of this are to discover and if possible meet the professional needs of the alumnae who are teaching, and indirectly to improve the work of the school and increase its influence along lines indicated by the answers received.

Use of the school library is extended to its graduates free of cost except that of returning the books. The privilege carries two months' retention of any books useful in school work except large dictionaries and encyclopædias. Any desired book that is not in the library and is approved by the school, will be bought.

# PLAN OF WORK

## Junior Year

|                                    |           |          |
|------------------------------------|-----------|----------|
| Observation and teaching . . . . . | half day  | 12 weeks |
| Education . . . . .                | 3 periods | 30 "     |
| Elementary science . . . . .       | 5 "       | 30 "     |
| Reading . . . . .                  | 6 "       | 14 "     |
| Arithmetic . . . . .               | 6 "       | 5 "      |
| Language . . . . .                 | 6 "       | 6 "      |
| Grammar . . . . .                  | 6 "       | 1 "      |
| History . . . . .                  | 6 "       | 2 "      |
| Geography . . . . .                | 6 "       | 2 "      |
| Music . . . . .                    | 2 "       | 30 "     |
| Physical education . . . . .       | 2 "       | 30 "     |
| Drawing . . . . .                  | 2 "       | 30 "     |
| Hygiene . . . . .                  | 1 period  | 30 "     |
| Penmanship . . . . .               | 1 "       | 40 "     |
| Sewing . . . . .                   | 1 "       | 30 "     |
| School sanitation . . . . .        | 1 "       | 30 "     |
| School management . . . . .        | 1 "       | 40 "     |

## Senior Year

|  |           |          |
|--|-----------|----------|
| Observation and teaching . . . . .     | whole day | 12 weeks |
| Education . . . . .                    | 5 periods | 24 "     |
| School management . . . . .            | 2 "       | 24 "     |
| Sociology . . . . .                    | 1 period  | 24 "     |
| Nature study and agriculture . . . . . | 5 periods | 24 "     |
| Physical education and games . . . . . | 2 "       | 24 "     |
| Music . . . . .                        | 2 "       | 24 "     |
| Drawing . . . . .                      | 2 "       | 24 "     |
| Sewing . . . . .                       | 2 "       | 24 "     |
| Directed reading . . . . .             | 1 period  | 24 "     |
| School law and civics . . . . .        | 1 "       | 24 "     |
| Spelling . . . . .                     | 1 "       | 12 "     |



## COURSES OF STUDY

### EDUCATION

LOTHROP D. HIGGINS

MAY A. SHERWOOD

#### Educational Psychology

The first course in education is based upon the growth and education of the nervous system. Its purpose is to give definite ideas of the mechanism of human behavior with reference to its capacities for education.

Each student is expected to acquire ability to use the terms and express the ideas of elementary psychology, and to get clear meanings from the simpler books in the subject. *Twelve weeks.*

#### The Educative Process

This is a course in the principles of education as applied in teaching and managing school children. It is based upon the course in elementary psychology. The purpose is to teach how the pupils' capacities for education may be utilized and directed, what objectives should guide the teacher's work, and how results may be measured.

Students are expected to be able to state some educational principles clearly, to show how these are applied in school work, and to give evidence of increasing ability to get accurate meanings from educational literature. *Eighteen weeks.*

#### Psychology of Elementary Subjects

The purpose of this course is to teach the psychological principles that underlie the methods of teaching elementary subjects, particularly reading, arithmetic, and spelling. The course is given in the junior year immediately after Educational Psychology, as the students are at that time studying the methodology of these subjects in both normal and training departments. *Six weeks.*

#### Educational Systems

This course is designed to impart some knowledge of present-day educational systems that are familiar in name, and of those men and methods of the past that have had some bearing upon public schools of today. Its aim is to stimulate the teachers' professional interest in their work, and especially to lay the foundation for their own progress in sympathy with that of educational methods.

The students are expected to be able to state the notable feature of each system considered, and also to form and state ideas of their own regarding their value. *Nine weeks.*

### Psychology of Deficients

Defects of hearing, vision, speech, and mentality are considered. The objects of this work are to instruct teachers in what sorts of deficiencies to look for, what signs may indicate these, and what they should do when suspected cases come to their attention. Methods of determining deficiency are discussed, and ways of dealing with such deficient children as must remain in regular classes of normal pupils. *Six weeks.*

### Educational Reading

Throughout their courses in education students are expected to gain familiarity with the names and contents of books and other literature of the subject. Assigned readings are required from a variety of sources. A brief course at the close of the senior year aims to fix the students' attention upon familiarity with educational literature as a goal. Results of their previous reading are tested, and a few typical books are studied and discussed in class. *Three weeks.*

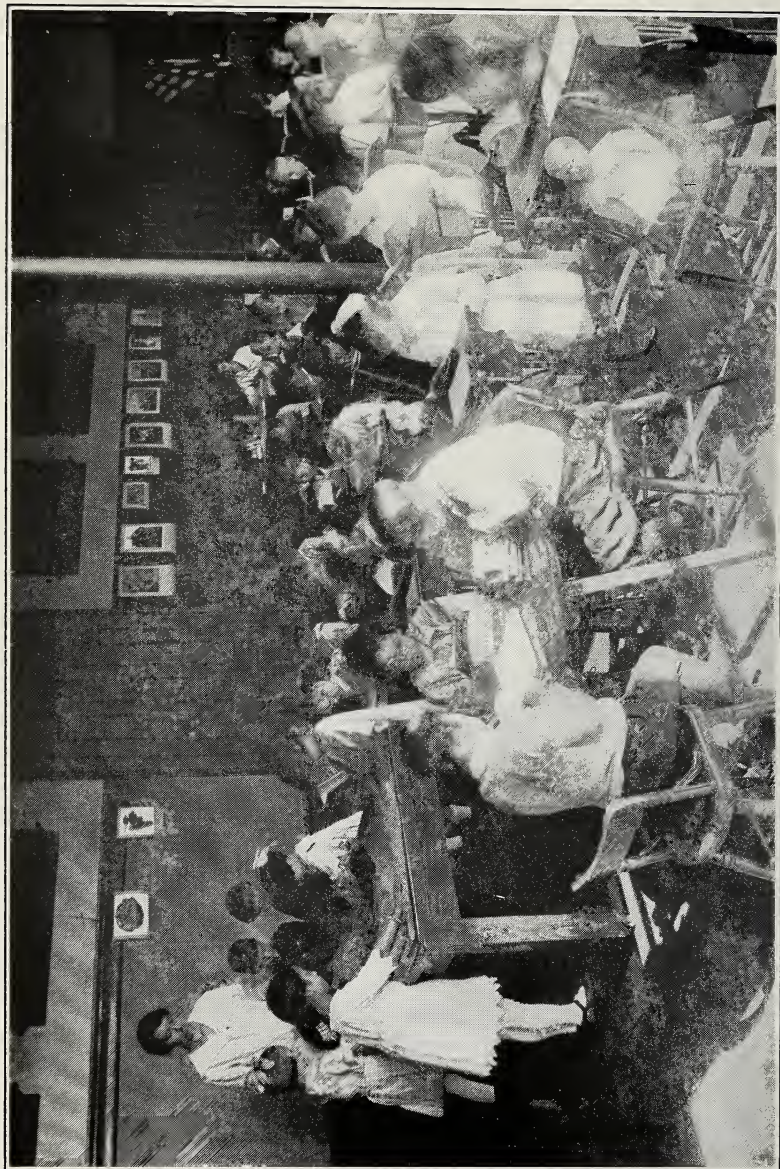
### School Management

This course has one period per week during the ten months of the junior year and two periods per week for the seven months when the seniors are in normal school.

The aim of this course is to prepare the students to accomplish each stage of Practice Teaching so intelligently that they may, in the end, manage a school successfully. There are four of these stages in the junior year, each consisting of about twenty half days and three in the senior year of about twenty whole days, making seven stages in all.

For each of these stages there is a definite unit of work to be accomplished; the purpose of the School Management classes is to give the students some practical theory concerning this unit of work before they have to accomplish it. This is done in the class meetings preceding each month of Practice Teaching in this way: a topic is suggested by the instructor—this topic relating to some principle of efficient classroom management that is the next advance point that they need; opinions are then given by the students about the topic from experience in the training schools and elsewhere; questions are asked to bring out points which are not mentioned by the students and then a reasonably sensible conclusion is reached and recorded by the students; assignments for reading about this subject in some





IN ONE OF THE TRAINING SCHOOLS





LECTURE ROOM





professional book are given, in order to compare the conclusion of the class with the opinion of an expert; after this preparation the students, in the next period of teaching, use that theory in the training schools, make their own conclusions about its value and make any additions that seem wise to them. Then in the first class period after their return from training, they discuss the theory and their own conclusions.

These are the topics taken up in the course: during stage I and immediately after it—personal qualifications for a teacher, care of physical surroundings and materials and the observation of teaching; before stage II the mental equipment of a teacher and the writing of lesson plans; before stage III—illustrative material and devices and the use of the blackboard; before stage IV—classroom management or discipline (in this are included the meaning of good discipline, the necessary requirements in the teacher, in the work required, and in the physical surroundings, the direct and indirect means of securing good discipline with an idea of their relative value); before stage V—the supervision of study and recreation periods and the seat occupation; before stage VI—choosing of lesson units and abbreviating plan to methods of procedure; before the last stage—the making of teaching outlines.

Many of these topics are given only a little time because they are emphasized in Methodology classes; this allows time for the other topics useful to teachers, among which are: the function of the school; the use of standard tests and measurements; superior and sub-normal children; keeping school attendance; the principles governing the making of a school plan-book and school program; the making or modification of a course of study; schoolroom decoration; professional ethics; cooperation with parents, including parent-teachers' meetings; future professional preparation and advancement; and a budget system for teachers' salaries.

### Methodology

Methodology is taken up in the following divisions:

#### Junior Year

First Quarter: Language, Reading and Writing for grades one to five.

HELEN F. DARAGAN

Second Quarter: Language, Reading and Writing for the last four grades, and Grammar.

K. AUGUSTA SUTTON

Third Quarter: Geography, Arithmetic, History and Civics for grades one to five.

HELEN F. DARAGAN

Fourth Quarter: Geography, Arithmetic, History and Civics for the last four grades.

#### Senior Year

December: Spelling.

MAY A. SHERWOOD

During the greater part of the junior year, each of the two divisions of the class have ten recitation periods per week. The program is so arranged that a subject of great importance, like Reading, has the larger number of periods and a subject of less importance, like Writing, has a smaller amount of time.

The major subjects are taught as units but the minor subjects are carried throughout the year. For example, in the first quarter, the first five weeks are devoted to Primary Reading, the next four to Primary Language and the last one to Primary Writing. In this way the attention is focused upon one subject until it is finished and the results are more satisfactory than if the three were taught little by little for the period of ten weeks.

At the same time, one lesson per week is given for the practice of blackboard printing and writing, on problems connected with methodology and one lesson per week for the improvement of the student's own penmanship; both of which are skills that require continued practice rather than concentration of attention.

For this course, students are expected to have a knowledge and skill in the elementary school subjects equal to an eighth grade pupil but preferably, of course, much broader. If a student does not possess this knowledge, she is given certain tasks to perform to remove this deficiency; for instance, several written reports of assigned reading on some definite topics pertaining to the informational side of the subject studied.

Such topics as the following are taken up in the course: how the subject under discussion (e. g., Primary Civics) functions in life; what the general required content of the subject in each grade should be, how the accomplishment of each grade is related to the accomplishment of the other seven grades; how to divide the requirement of the year into units for each lesson, and how to choose valuable specific purposes for each lesson with the function of the subject in mind.

Discussions occur in which the students see what types of teaching are required by each subject, what is the place and value of each type and what its limitations are; they observe type lessons taught to children by the Methodology teacher and then write original plans of the same type with different purposes; a short time is also taken to show the difference between a full plan and the notes that a teacher uses when teaching, and the students are given opportunity to make some of these working outlines.

Certain topics common to all subjects are discussed, like questioning, making of outlines, board-work and the use of study periods; then some others, characteristic of one subject only, like left-handed writers, illustrative material for history, and the different writing systems, are also taken up.

The students are required to become familiar with good textbooks for the different grades and with reference books and professional books for a teacher.

Somewhere in the course, a short time is devoted to the study of the history of the subjects; as for instance, what the Egyptians, Arabians, Romans and Greeks contributed to Arithmetic.

The students are required to keep note-books which consist of valuable information on the topics discussed and are required to place that information in the books in such a way that they may readily refer to it during training, or afterward, during teaching.

An effort is made to have the students understand that the conclusions resulting from class discussions are valid and will probably be helpful to them later, but are not necessarily final; that these lesson types and principles will be subject to modification in the actual teaching, owing to such things as unexpected responses of the pupils, and also subject to change in the future, because of the student's own personal experience as well as professional research and investigation.

## HYGIENE AND PHYSICAL EDUCATION

LEILA E. BROUGHTON

FREDERICK H. BLODGETT

### Hygiene of the School Child

The purpose of this course is to give the teacher a working knowledge of:

Physical defects commonly found in the schoolroom, their detection and treatment

Discovery of contagious diseases

Prevention of physical defect by proper care

First aid

Use of state health forms

Teacher's relation to state and local health officers and to parents.

## Hygiene

The course in Hygiene has a two-fold purpose:

(1) To help the student toward realizing a high standard of health and the greatest working efficiency in her own body. To further this end, a physical register is kept of each student and all progress along lines of health is noted. Hygienic daily habits, good posture, care of the feet, and care of the teeth are emphasized.

(2) To train the student to present the subject of Hygiene to children in such a way that good health habits will be formed. To this end, methods and devices are presented and discussed.

Students are required to keep note books, to make collections of material for teaching, and to be familiar with current literature on the subject.

## Physical Education

Every student is required to spend at least two hours a week in physical exercise, out of doors except in unfavorable weather. Instruction is given to all students in the rudiments of tennis, volley-ball, baseball, basketball, golf, hockey, soccer and shooting.

The instruction in physical education will follow the course of study prescribed for the public schools of the state.

Games and sports are played by all students, extensive training and participation for all rather than intensive training for a few, being the design of the department.

Emphasis is placed on play, for it is believed that the aims of Physical Education, hygienic, social, moral and even corrective, may be attained largely through play.

The course includes gymnastic exercises, military commands, group games, folk dances and singing games, rhythm and interpretation, hiking and skating.

Shower baths are taken at the close of each lesson.

## School Sanitation

This is a course dealing with the construction and sanitary characteristics of school buildings, and any other features of rural sanitation that may affect school practice.

## SCIENCE

FREDERICK H. BLODGETT

The work in Science is mainly in the form of review of the subject-matter given in the upper grades or the high school, but with quite a different purpose in view. The object of the courses in the normal school is to give the students some training in the selection of topics which shall illustrate important principles of physics or chemistry, but which shall be of value in classroom chiefly through the development of interest on the part of the grade school pupils in the objects and processes that are common in their own environment. The details of the work are intended to develop keenness of perception, the ability to see things going on about one, and a friendship with the living things, so that thoughtless destruction may give place to thoughtful encouragement or active preservation from injury. There is a much closer relationship in nature between the life of mankind and of the lower forms of animals, and a greater directness of dependence upon plant life, than is usually realized. The science work aims to develop knowledge and to awaken interest along these lines, which may be used by the normal school students in their classes in the graded schools.

To accomplish this end the normal school classes in science are handled largely as if they were pupils in graded schools, the subject under discussion receiving attention at those points most likely to be of interest to children, with little note of technical details.

### Nature Study and Agriculture

Because of the activities of nature in the fall and the spring seasons, the work in Nature Study is developed during these two periods. The common phenomena of plant and animal life of the progressing seasons, and the relation between clouds, winds, and weather, form the basis of the course. The work in Nature Study naturally includes some principles of Agriculture, as many of the plants and animals mentioned or studied are those of common use on farms, or encountered as weeds, or as insect and animal pests. The changing activity of the farm from summer through fall, and from spring to summer is followed by consideration of the conditions controlling the particular type of activity characteristic of these seasons. Emphasis is placed upon the mutual relations of different forms of life to each other, and the danger of serious results when the natural adjustment of nature is disturbed, convenient examples of this phase being afforded in the gypsy moth and brown tail moth pests.



## General Science

During the winter term, when activity out of doors is suppressed, the principles of physics and chemistry are reviewed from the viewpoint of teaching the topic in elementary grades. In physics, the subjects are chosen with reference to their bearing upon common processes and activities in modern life: heat, such as heating of homes and use of steam engine; sound, as shown in music, the telephone, and graphophone; and electricity, as used in light, and in large or small forms of machinery. In chemistry the purpose is similar, and the applications of such chemical processes as are of most intimate relation to daily life are considered. Thus the composition and properties of air, water, ores, fuels, rocks, clothing and food materials receive consideration. Since the classes with which the work will be taken up by the normal school students are of the elementary grades, intensive work in the laboratory is not called for, emphasis being placed upon the useful applications of the principles considered.

## SOCIOLOGY AND POLITICAL SCIENCE

J. R. PERKINS

LOTHROP D. HIGGINS

### Sociology

(1) Social institutions and the place and function of each in modern society.

(2) Social pathology as applied to juveniles,—dependent, defective and delinquent children. Common causes lying behind dependency, deficiency and delinquency in children. What the teacher can do in managing cases. Connecticut law and institutions for dealing with the problem.

(3) Racial elements in the public schools and problems arising therefrom.

Chief racial components of Connecticut population. History lying behind each immigration. Characteristics of each racial group. Peculiar problems which each group has to meet.

### Civics

A Civics course is given throughout the senior year, one period a week. Its chief aim is to teach the important objectives of the work in citizenship with public school pupils, and how these purposes may be accomplished. Students are also given a brief course in the principles and methods of our government—town, state, and national. Civic matters that are temporarily attracting attention are taken up with the class, both to show the practical bearings of the subject and to teach them some matters of probable future importance.



## PRACTICAL ARTS

LEILA E. BROUGHTON

MAUDE E. SCOFIELD

HELEN F. DARAGAN

K. AUGUSTA SUTTON

### Music

The course in Music includes :

A study of the rudiments of music

An acquaintance with standard music

Much individual singing, both by rote and note

Methods of teaching and practice teaching

Chorus work and conducting

### Drawing

This course aims to give a general knowledge of art principles and their application to daily life as well as the pedagogical instruction essential to teaching Industrial Art in the elementary schools.

### Junior Year

The course includes :

- (a) The theory and practice of color and color composition as they relate to graded school work, the individual home, clothes and the trades.
- (b) Water color, crayon and pencil drawings of flowers, fruit, landscape and still life for facts, decorative arrangement, and application to industrial problems.
- (c) The principles of Elementary Design as applied to the home, the costume, poster and textile design.
- (d) Mechanical drawing aiming to teach measuring, accuracy, scale, printing, simple constructive drawings, maps, floor plans and working drawings, with the end that students shall be able to make and read working drawings.

## Senior Year

This course covers the methods of teaching drawing in the elementary schools. It includes:

- (a) Study of the course in drawing for the state schools; interpretation; illustrating; and methods of teaching the lessons in the grades. Correlation, construction, paper cutting and drawing for the primary grades; drawing, mechanical drawing and design for the grammar grades.
- (b) Blackboard drawing; plain explanatory drawing as a necessary means of expression in the work of the teacher.
- (c) Art history;—the distinguishing characteristics and artistic qualities of each period are studied, with the end in view of acquiring an appreciation of the style and beauty of each and an application of the latter to present-day art. A visit to the Metropolitan Museum of Art is planned at the end of the course.

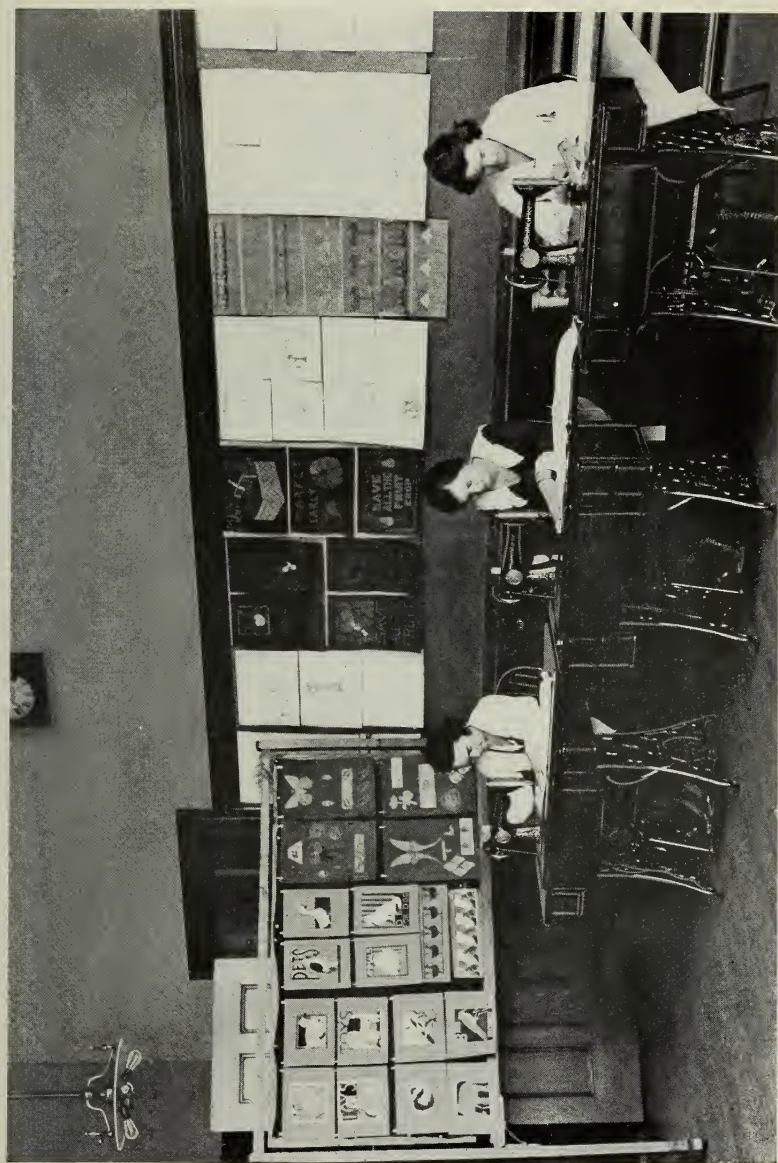
## Sewing

### Junior Year

The aim of this course is to learn all the stitches used in making practical garments by applying them at once to those garments, and to cultivate good taste in selection of "quiet" and harmonizing colors and in selection of practical and appropriate materials. This ability is necessary in order that the students may be able to teach children to sew and is also useful in helping the students to make and care for their own clothing. Such problems are given as aprons (sewing aprons, chafing dish aprons, kitchen aprons and bungalow aprons), tailored waists, undergarments, blouses, skirts and wash dresses.

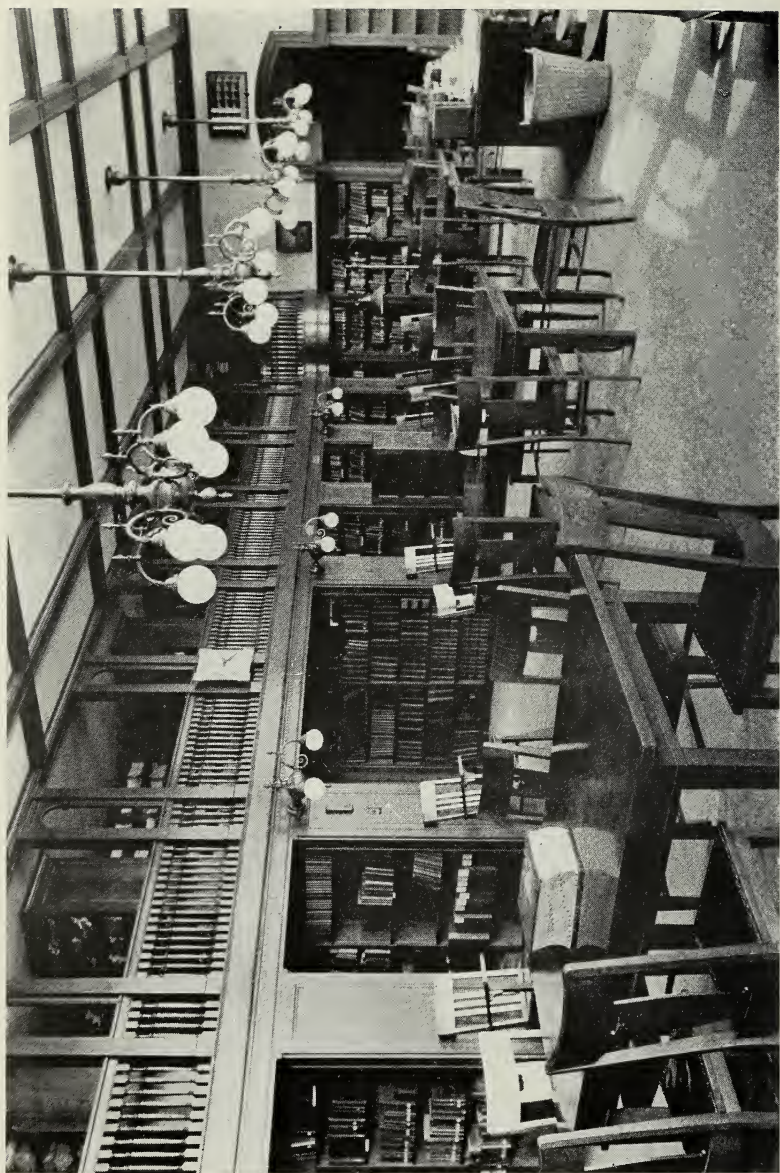
A certain amount of instruction and practice is given in the use of commercial patterns, in estimating amount of material, in cutting it economically, and in matching and fitting. Some simple embroidery stitches are also taught. Special emphasis is laid upon the darning of hosiery and the making of button holes.

Problems in the first part of this course give opportunity to use hand sewing, e. g., even and uneven basting, running and back stitching and hemming; problems later in the course involve the use of the sewing machine when such as French seams and felled seams are used. Instruction in the use and care of the sewing machine is given when necessary.



A CORNER OF THE SEWING ROOM





IN THE LIBRARY

## Senior Year

This more advanced course is planned to meet the needs of the teacher in the elementary schools. It deals with the organization and methods of teaching sewing for various conditions of school systems. This course includes the study of textiles, production, manufacture, identification and use. The advanced garment making includes at least three finished problems, which may be a shirt waist, dresses of light cotton materials, or serge skirts of more complicated pattern than those of the previous course.

### TRAINING DEPARTMENT

MAY A. SHERWOOD, *Director*

#### Organization

Twenty-six public school rooms are under normal school management for use as training schools for students. These include the fourteen-room Balmforth Avenue School, and the eight-room Locust Avenue School. The rural school at Miry Brook offers opportunity for training under actual country school conditions. A kindergarten is maintained in one room of the normal school building.

Each student spends an aggregate of one half-year's full time in the training schools. This makes a total of five full months, three of which are scattered through the senior year; the other two months are divided into four months of half days interspersed through the junior year.

The classes are divided into two sections for convenience in carrying out the training school schedule. Division B usually includes those students who commute.

#### Training School Schedule

|      | Sept.<br>I | Oct.<br>V   | Nov.<br>V   | Dec.<br>II | Jan.<br>VI |
|------|------------|-------------|-------------|------------|------------|
| A.M. | Junior A   | Senior A    | Senior B    | Junior B   | Senior A   |
| P.M. | Junior B   | Senior A    | Senior B    | Junior A   | Senior A   |
|      | Feb.<br>VI | Mar.<br>III | Apr.<br>VII | May<br>VII | June<br>IV |
| A.M. | Senior B   | Junior A    | Senior A    | Senior B   | Junior B   |
| P.M. | Senior B   | Junior B    | Senior A    | Senior B   | Junior A   |

The work of the training schools is under the immediate supervision of a director of practice teaching, who is also the instructor in School Management at the normal school. Each room in the training schools is regularly in charge of one teacher, who also serves as instructor in teaching and management to the one or two students temporarily assigned to her room.



## Method of Practice Teaching

The work of each period of Practice Teaching is planned to focus the student's attention upon one phase of teaching or management. In the first period the student gives attention to mechanical details of the room and learns how to take good observations; in the second period the emphasis is on lesson planning without taking the responsibility for the illustrative material and devices, which are taken up in the third period together with the arrangement of blackboard work; in the fourth, the independent management of the whole class; in the fifth, the management of study and recreation periods; in the sixth, the construction of a daily plan-sheet showing the ground to be covered in each subject, with due reference to the needs of the class and in accordance with the requirements outlined in the course of study; and in the seventh, the preparation of each day's work as if the entire responsibility for the room were the student's.

The teaching of the first stage is the tutoring of individuals; in the second the student teaches small groups daily, for which she is required to make detailed plans; in the third and fourth periods she makes out full plans for the entire class; in the fifth, one of the assigned lessons is planned in detail and the others in the form of an outline; in the sixth period rather full outlines are made for the several lessons; in the seventh period a teacher's set of outlines is prepared for the day.

In the early part of training the student is responsible for the care of physical surroundings in the classroom; as the amount of teaching is increased, these duties are diminished accordingly.

Each student spends a portion of every day in observing classes taught by the teacher in charge of the room. A report of one or more of these classes is submitted to the teacher at the close of the day. This report states the purpose of the lesson and the steps taken in accomplishing the purpose, together with notes on special features which the student may have been asked to look for—such as method of gaining attention, activities of pupils, etc.

Toward the end of each day the student has a brief conference with her critic teacher, in which she receives such notes on her work through the day as will enable her to improve or strengthen it in the future. She is also given opportunity to inquire about any phase of the work which she does not clearly understand.

The amount of teaching done by the students is gradually increased as they gain experience. In the first period, their average teaching is ten minutes a half-day; in the second, fifteen minutes per half-day; in the third, between twenty and thirty minutes; in the fourth, thirty-five minutes; in the fifth, fifty minutes plus one continuous quarter day toward the end; in the sixth, about one hour plus one-half day; in the final period the student must take entire charge of the room at any moment and continue it indefinitely.

By arrangement of the training periods at intervals throughout the two years' normal course it is intended that classroom study and practical experience shall stimulate and supplement each other to the advantage of both. Every student is able to gain experience in at least four representative grades and under different teachers. Each has two weeks' training in one of the rural schools.

## STUDENTS

### Graduates 1921

|                          |                 |
|--------------------------|-----------------|
| Burger, Emma C.          | Danbury         |
| Carlson, Edna            | Georgetown      |
| Crowe, Margaret A.       | Danbury         |
| Fenwick, Lina M.         | Greenwich       |
| French, Grace M.         | Brewster, N. Y. |
| Gorman, Eleanor M.       | Bethel          |
| Gorman, Louise D.        | Stamford        |
| Griffin, Dorothy Gladys  | Danbury         |
| Haensler, Marion I.      | Stamford        |
| Krakow, Bessie           | Danbury         |
| Leary, Mary Gertrude     | Stamford        |
| Leonard, Gladys M.       | Stamford        |
| McCormack, Evelyn C.     | Stamford        |
| McMahon, Alice Catherine | Stamford        |
| Murphy, Agnes Dilworth   | Stamford        |
| O'Brien, Nora A.         | Woodbury        |
| O'Donnell, Mary E.       | Waterbury       |
| O'Hearn, Mary            | Ridgefield      |
| O'Neill, Julia Agnes     | South Norwalk   |
| Parker, Mildren Irene    | Waterbury       |
| Quinlan, Frances         | Stamford        |
| Ryan, Margaret Mary      | Stamford        |
| Silliman, Mary E.        | Easton          |
| Standish, F. Lois        | Monroe          |
| Stannard, Gladys         | Wilton          |
| Sturges, Jennie Frances  | Hawleyville     |
| Sutton, K. Augusta       | New Canaan      |
| Thorne, Olga E.          | West Hartland   |
| Todd, Louise             | Waterbury       |
| Treadwell, Ruth B.       | New Fairfield   |
| Troy, Marie              | Norwalk         |
| Whitelaw, Winnifred T.   | Darien          |

## Senior Students

| Name                   | Town                              | Post Office | Danbury Address |
|------------------------|-----------------------------------|-------------|-----------------|
| Andrews, Elizabeth S.  | Easton, Bridgeport,               | R. F. D. #1 | 7 Park Pl.      |
| Andrews, Mina          | Easton, Bridgeport,               | R. F. D. #1 | 7 Park Pl.      |
| Bromfield, Etta J.     | Stamford, Glenbrook,              | Lenox Ave.  | 225 White       |
| Cassidy, Emilene       | Southbury                         |             | 9 Park Pl.      |
| Creagh, Margaret M.    | Ridgefield, Main                  |             | 195 White       |
| Crowe, Catherine       | Danbury, 125 South                |             |                 |
| Daly, Cathryn J.       | Stamford, 18 Limerick St.         |             | 195 White       |
| Daragan, Margaret V.   | Danbury, 1 Deer Hill              |             |                 |
| Dobson, Marie          | Danbury, 8 George                 |             |                 |
| Dunn, Margaret M.      | Stamford, 77 Greylock Pl.         |             | 218 White       |
| Eaton, Edith E.        | Killingly, Danielson              |             | 190 White       |
| *Garry, Anna           | Stamford, 49 Southfield Ave.      |             | 8 Durant        |
| Greco, Ermelinda       | Waterbury, 9 Union Ave.           |             | 190 White       |
| Green, Evelyn C.       | Danbury, 15 Seeley                |             |                 |
| Hock, Bessie E.        | Danbury                           |             | 9 Bates Pl.     |
| Hubbard, Harriet       | Litchfield                        |             | 15 Wildman      |
| Jessup, Gladys L.      | Stamford, West Main               |             | 225 White       |
| Keane, Louise          | Danbury, South, R. F. D. #3       |             |                 |
| *Kenney, Regina        | Stamford, 5 Finney Lane           |             |                 |
| Krakow, Eva            | Danbury, 14 Moss                  |             |                 |
| *McCullough, Martha    | Stamford, 59 Clinton Ave.         |             |                 |
| McDermott, Genevieve   | Danbury, 1 Triangle               |             |                 |
| McMahon, Margaret P.   | Norwalk, 53 Cedar                 |             | 8 Durant        |
| McNamara, Elizabeth    | Stamford, 180 Lockwood Ave.       |             | 8 Bates         |
| Middlebrook, Ella J.   | Wilton                            |             | 8 Bates         |
| Mills, Cora M.         | Canton, Collinsville, R. F. D. #1 |             | 190 White       |
| Murphy, Helen R.       | Waterbury, 140 Charles            |             | 190 White       |
| O'Loughlin, Florence   | Naugatuck, 24 Carroll Ct.         |             | 193 Main        |
| Peterick, Charlotte G. | Darien, Noroton Heights           |             | 225 White       |
| Potter, Ruth           | Bridgeport, 129 Villa Ave.        |             | 15 Wildman      |
| Reed, B. Evelyn        | Killingly, Danielson              |             | 190 White       |
| Sachs, Julie K.        | Norwalk, 159 Main                 |             | 8 Durant        |
| Sherwood, Gladys A.    | Danbury, 29 Rowan                 |             |                 |
| Spooner, Edith C.      | Wilton, Norwalk R. F. D. #42      |             | 8 Bates         |
| *Smith, Anna           | Stamford, Blatchley Rd.           |             | 8 Durant        |
| Smith, Elizabeth M.    | Stamford, Blachley Rd.            |             | 8 Durant        |
| Wesson, Edith K.       | Stamford, 675 So. Pacific         |             | 8 Durant        |
| Woodhall, Josephine L. | Stamford, Springdale              |             | 218 White       |
| Yamnisky, Margaret     | Easton, Long Hill R. F. D. #52    |             | 3 New           |

\* Graduated February, 1922.

## Junior Students

| Name                    | Town          | Post Office          | Danbury Address |
|-------------------------|---------------|----------------------|-----------------|
| Accurso, Catherine      | Stamford,     | 157 Stillwater Ave.  | 8 Bates Pl.     |
| Barnes, Ruth            | Danbury,      | 3 Franklyn           |                 |
| Barrett, Ethel          | North Canaan, | Box 428              | 190 White       |
| Bernhardt, Mabel A.     | Roxbury       |                      | 190 White       |
| Blackman, Ruth L.       | Danbury,      | R. F. D. #3, Box 27  |                 |
| Bresev, Esther          | Norwalk,      | 4 Concord            | 1 Osborne       |
| Bristol, Ruth           | Sharon        |                      | 195 White       |
| Brodie, Elizabeth       | Bethel        |                      |                 |
| Brown, May              | Litchfield,   | East                 | 225 White       |
| Bruno, Stella T.        | New Canaan,   | 40 East Maple        | 190 White       |
| Budd, Helen C.          | Weston,       | Norwalk R. F. D. #42 | 195 White       |
| Burke, Frances M.       | Stamford,     | 101 Richmond Hill    | 195 White       |
| Burnes, Margaret G.     | New Canaan,   | Box 227              | 190 White       |
| Conboy, Blanche         | Stamford,     | 103 W. Broad         | 8 Durant        |
| Cornell, Grace V.       | Danbury,      | 38 Highland Ave.     |                 |
| Culhane, Loretta        | Bethel,       | 18 Wooster           |                 |
| Curtin, May             | Danbury,      | 12 Highland          |                 |
| De Adamo, Lina W.       | Danbury,      | 59 Lincoln Ave.      |                 |
| *De Rienzo, Marie L.    | Waterbury,    | 244 Washington Ave.  | 17 Moss Ave.    |
| Donahue, Katheryn F.    | Stamford,     | 19 Davenport         | 8 Bates Pl.     |
| Donovan, Helen          | Stamford,     | 16 High              | 8 Bates Pl.     |
| Doyle, Jennie           | Litchfield,   | Box 134              | 225 White       |
| Dufault, Marjorie       | Norwalk,      | Rowayton             | 337 Main        |
| Farioly, Tina A.        | Danbury,      | Golden Hill          |                 |
| Fitzpatrick, Frances M. | Stamford,     | 41 Hill              | 8 Bates Pl.     |
| Fow, Anne Strong        | Waterbury,    | 268 Pine             | 190 White       |
| Gallagher, Mary Irene   | Stamford,     | 16 Frank             | 65 Osborne      |
| Garry, Katherine A.     | Stamford,     | 49 Southfield Ave.,  | 8 Durant        |
| Gorman, Alice           | Bethel,       | 33 Greenwood         |                 |
| *Green, Kathleen        | Danbury,      | 43 Shelter Rock      |                 |
| *Hannan, Mary           | Danbury,      | 8 Town Hill Ave.     |                 |
| Hayoz, Florence A.      | Stamford,     | 262 Greenwich Ave.   | 195 White       |
| Hickey, Margaret        | Waterbury,    | 205 So. Leonard      | 12 Ninth Ave.   |
| Howley, Mary J.         | Danbury,      | 2 South              |                 |
| Hruskovic, Julia        | Greenwich,    | Cos Cob R. F. D. #28 |                 |
| *Jennings, Dora         | Kent, So.,    | R. F. D. #1          | 182 White       |
| Jennings, Myra          | Kent, So.,    | R. F. D. #1          | 182 White       |
| Jones, Clara            | Redding,      | Danbury R. F. D. #2  |                 |
| Keane, Anna             | Danbury,      | South R. F. D. #3    |                 |
| Keehan, Katharine       | Westport      |                      | 195 White       |
| Kilcoyne, Madeline G.   | Danbury,      | 19 Fairfield Ave.    |                 |
| Kirmayer, Helen J.      | Norwalk,      | 186 Perry Ave.       | 65 Osborne      |
| Kramer, Mary            | Weston,       | Georgetown           | 225 White       |

\* Special Students.

\* Graduated February, 1922.



| Name                 | Town         | Post Office                 | Danbury Address |
|----------------------|--------------|-----------------------------|-----------------|
| Krebs, Anna          | Danbury,     | 29 Chestnut                 |                 |
| Lee, M. Elizabeth    | No. Canaan,  | Canaan                      | 190 White       |
| Lincoln, Edith       | Norwalk, So. | Norwalk                     | 65 Osborne      |
| Longhi, Adeline      | Torrington,  | 180 Hoffman                 | 65 Osborne      |
| Loughlin, Katherine  | Sharon       |                             | 195 White       |
| Mathison, Juliet     | Stamford,    | 21 Strawberry Hill          | 195 White       |
| McDonald, Mary E.    | Waterbury,   | 429 Cooke                   | 190 White       |
| McHugh, Irene        | Danbury,     | 19 Center                   |                 |
| McStay, Christine M. | Danbury,     | 97 Liberty                  |                 |
| Meehan, Ethel M.     | Stamford,    | 129 Myrtle Ave.             | 65 Osborne      |
| Millard, Kathryn E.  | Litchfield,  | Bantam                      | 225 White       |
| Moran, Margaret      | Danbury,     | 46 Town Hill                |                 |
| Morris, Ethel        | Danbury,     | 9 Winthrop Pl.              |                 |
| Murphy, Frances      | Stamford,    | 251 No. Greylock Pl.        | 195 White       |
| Niland, Helen M.     | Danbury,     | 21 James                    |                 |
| Olson, Alice W.      | Danbury,     | R. F. D. #3, Box 19         |                 |
| O'Shea, Elizabeth M. | Ridgefield   |                             | 225 White       |
| Platt, Winnifred E.  | Redding,     | Bethel R. F. D.             |                 |
| Prescott, Adda M.    | Norwalk, So. | Norwalk                     | 65 Osborne      |
| Quick, Hazel J.      | Watertown,   | Atwood                      | 190 White       |
| Reilly, Elizabeth    | Waterbury,   | 75 South                    | 190 White       |
| Rieless, Madeline    | Danbury,     | 41 Rowan                    |                 |
| Robinson, Charlotte  | Roxbury      |                             | 190 White       |
| Roche, Agnes C.      | Danbury,     | 37 Stone                    |                 |
| Ryan, Anna           | Bethel,      | 6 Mansfield                 |                 |
| Scanlon, Annie L.    | Newtown,     | Sandy Hook                  | 17 Moss Ave.    |
| Smith, Elizabeth     | No. Canaan,  | Canaan, Box 398             | 225 White       |
| Smith, Grace         | Monroe,      | Stepney Depot, R. F. D. #14 |                 |
|                      |              |                             | 17 Moss Ave.    |
| Spezanno, Jennie     | Greenwich,   | Riverside, Box 151          |                 |
| Sweeney, Catherine   | No. Canaan,  | Canaan                      | 190 White       |
| Weed, Amy M.         | Norwalk, E., | Raymond Ter.                | 65 Osborne      |

## Summary

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